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By- Clair, John A.

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Described are the compensatory programs in some of the inner city schools in Kansas City, Missouri. The efforts included reading programs, after-school recreational activities and study centers, cultural enrichment, community and parent involvement, teacher seminars, and speech improvement. (NH)

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COMPENSATORY EDUCATION PROGRAMS

of the

KANSAS CITY, MISSOURI, PUBLIC SCHOOLS

THE
LINCOLN PLUS
and
MANUAL PLUS
PROJECTS

Report for the years 1963-1965

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FOREWORD

The problem of providing "quality education" for all pupils in a large city is defined in terms of a number of factors, such as: the accepted concept of what "quality education" is, the proportion of economically-disadvantaged pupils in the population, the industrial complexion of the city, and the level of in-service training available to the teaching staff.

But however defined, an important aspect of the problem (and one being more clearly understood now) is making the instructional content and method fit the individual learner, whatever his condition.

This is the essential meaning of Compensatory Education - as the term has been employed - in the effort to provide more effective education for "inner-city" areas.

How the Kansas City School District went about the job of developing a special kind of school program for its educationally-deprived pupils is described in this report by Mr. John Clair, who has supervised the operation during the two years 1963-1965.

A. W. Gilbert

6-10-65

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THE FIRST YEAR - THE LINCOLN PLUS PROJECT

1. Early Development

In 1960, the Superintendent of Schools, James A. Hazlett, and his staff became concerned with the plight of the children living in the "inner-city" part of Kansas City, Missouri, the area in which are found most of the slums of the city. Several meetings of representative staff members were held to consider educational programs which might be especially helpful to these under-privileged children. No immediate follow-up resulted.

Then, in December, 1962, the Boards of Education of Kansas City and St. Louis joined in an effort to persuade the State Legislature to include some additional funds for "compensatory education" in its appropriations. Although this move was not successful, the study which preceded the request resulted in a much clearer picture of the educational needs of the children involved. In common with other school systems, Kansas City began seriously considering what it could and should do (from its own operating funds exclusively, if necessary) to make a real attack on the educational blight in the "inner city." The conclusion was an action of the Board of Education in August, 1963, approving the Superintendent's recommendation to include $75,000 in the 1963-64 budget for a local program of Compensatory Education.

The program that actually developed was largely influenced by the activity of the Educators' Study Club, an organization of Principals most of whom served in the schools of the "inner city."

The Educators' Study Club became so interested in the children in our inner city district that they (1) studied programs in other cities, (2) asked Dr. Samuel Shephard, who at that time was Director of Elementary Education in St. Louis, Missouri, in the spring of 1961 to enlighten us on the Banneker Plan. His success astounded us. As a result, the Executive Committee of the Educators' Study Club was authorized to request of the Board of Education of the Kansas City School District that a committee be sent to St. Louis to get an on-the-spot insight of the Banneker Plan. The request was made the latter part of the first semester of the 1961-1962 school year, and in the spring of 1962 a committee of five, together with the General Director of Elementary Education, made the trip.

The experience in St. Louis was a real eye-opener. After talking with Dr. Shephard concerning specific details, and visiting some of the special classes and other schools in the Banneker District, we left knowing that it is possible to help these children.

When we returned to Kansas City and made our report to the Superintendent, we were able to arouse in him our enthusiasm. To spread further this enthusiasm the Superintendent called together the principals of the twenty-one schools in our inner-city district. They recommended that a committee be appointed to draft recommendations for a Pilot Program of Compensatory Education in Kansas City.

Such a committee was appointed in May, 1963, and at the first meeting decided that any proposed program should include both elementary and secondary schools and the secondary school which they fed.

The following personnel was suggested:

Director	4 Reading Specialists
General Grade Consultant	1 Home-School Coordinator

To aid in the selection of the schools, the Supervisor of Educational Testing was asked to analyze the test results of these twenty-one schools and discovered that the four or five schools having the lowest test results did not feed into the same secondary school. Five schools feeding into Lincoln Junior High School were finally selected that would fit a project of this type.

A plan was formulated for presentation to the Board of Education recommending:

1. That Attucks, Banneker, Phillips, Sumner, and Washington Elementary Schools and Lincoln Junior High School be selected for the project.
2. That a director, general grade consultant, four reading specialists and two home-school coordinators be appointed.
3. That a budget of $75,000 (approximately $18.00 per child) be allowed.
4. That, where space permitted, class size would be lowered.
5. That the project be carried on for at least two years with the possibility of expansion if successful.

Mr. Ervin, Mr. Clair, and Mrs. Yancey review test scores.

On August 1, 1963, the Board of Education approved the recommendations and personnel for the project were appointed the week before school opened for the 1963-64 term.

2. Launching the Project

We were faced with a tremendous task in getting the project started with

school opening within a week.

A Planning Committee composed of the following personnel was formed:

Assistant Superintendent in Charge of Instruction

General Director of Elementary Education

General Director of Secondary Education

Director of Research

Participating Principals

Supervisor of Educational Testing

General Grade Consultant

The following steps were taken:

1. A motto - "Motivation - A Key to Success" was adopted.
2. Six aims were identified: e.g.,
   a. To raise the achievement level of the children.
   b. To discover and develop latent talents.
   c. To motivate each child so that he will want to do his best at all times.
   d. To build strong ties and understanding between the school and the home.
   e. To develop a sense of responsibility.
   f. To develop a respect for self and for others.
3. Ten Commandments for Parents were approved and printed for distribution:

   I will encourage my child to do his best at all times.

   I will see that my child gets ample rest each night.

   I will send my child to school EVERY DAY and ON TIME unless he is ill.

   I will try to provide a quiet, well-lighted place for my child to study.

   I will arrange a regular study period for my child.

   I will confer with my child's teacher at least once each semester.

   I will join the P.T.A. and attend meetings as often as possible.

   I will obtain a library card for my child and insist that he use it regularly.

I will provide my child with necessary school supplies, including a subscription to an approved weekly current event publication.

I will impress upon my child that success in school will better fit him for full citizenship in our society.

4. Plans were made to test all students in grades 3, 4, 5, and 6 in September and May using the Metropolitan Reading Test.

3. Procedures

From the tests given the children in the 5th and 6th grades it was learned that 52% of them were two or more years retarded in reading. The problem confronting us was how to do the most good for this 52%. There were four reading specialists, five schools, and over half the children in grades five and six two years or more retarded in reading. The reading specialists were assigned one to a school except that the two small schools - Attucks and Sumner - shared one person.

The reading specialists divided their time so that one-half was devoted to work with small groups (from six to ten) in three forty-five minute periods. The other half of their time was spent in the classroom with the teacher, giving demonstrations in reading, helping teachers with the slowest group, and together, working out better techniques of teaching reading.

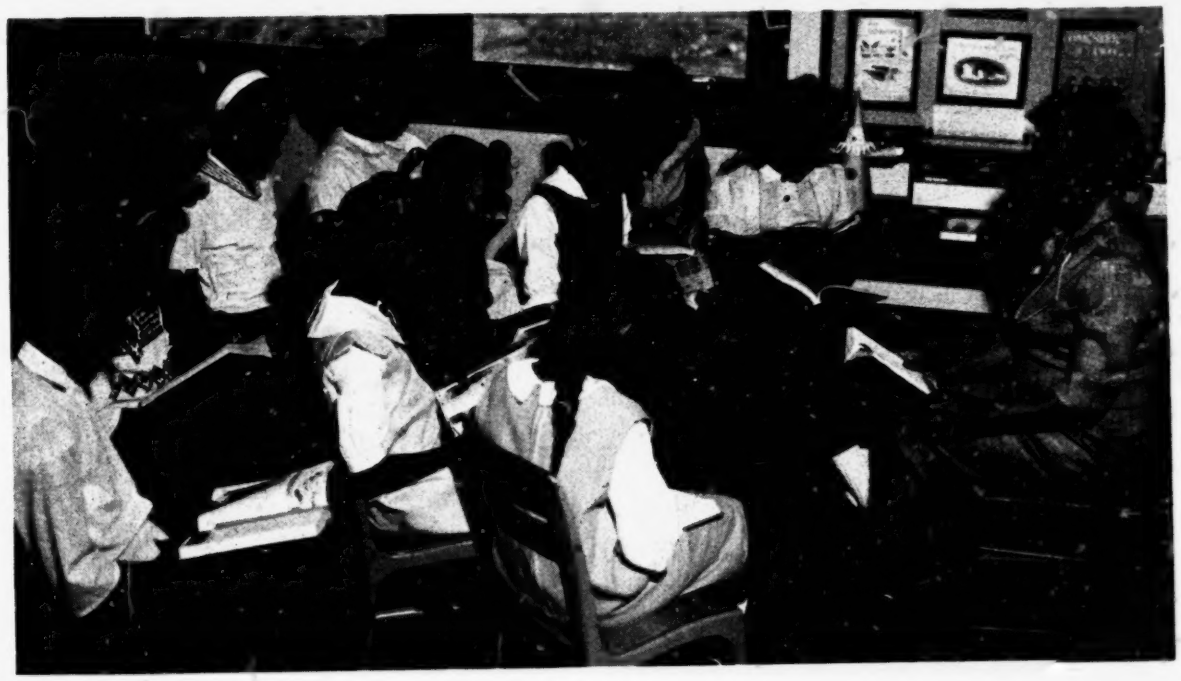
A special reading group.

Many of the children in this area have speech impairments. The speech correctionists, who ordinarily work only with small groups of children, were asked to go into the classrooms for ten-week periods and give speech improvement lessons to the entire class. This was most helpful in that the teachers observed how to improve the speech of all the children, a technique which they had not learned heretofore.

Out next big problem was the 7th grade at Lincoln Junior High School. Although the results of the Stanford Achievement Test given the previous year were available, it was our desire to pinpoint the reading ability of these children more accurately. The Reading Consultant for the entire school district (who was giving us half time) and our General Grade Consultant individually tested the majority of the children in the 7th grade using an oral test. The results showed a reading span of pre-primer to the eleventh grade. Here, we were faced with two problems:

1. Wide variation in reading ability.

2. Secondary teachers who had not been trained in the techniques of teaching reading at the elementary level.



Reading gets special attention.

The problem was discussed with the Principal of Lincoln Junior High School. It was our desire to have the common learnings teachers teach reading one hour each day. He agreed and gave us permission to present the matter to the teachers involved. The Common Learnings Consultant was asked to attend the meeting. The result was an agreement that reading would be taught at least one hour every day.

The problem faced by the consultants was that most of these teachers had not been taught the techniques of teaching reading. They went into the eight Common Learnings classes and assisted the teachers in dividing their classes into three reading groups. Each reading group was supplied with suitable reading material. The teachers were given demonstrations in the teaching of reading as well as other necessary aids.

In the meantime a sixth-grade teacher asked for a workshop on the techniques of teaching reading at the primary level. A questionnaire was sent to all 4th, 5th, 6th and 7th grade teachers asking how many would be interested in workshop sessions to be held after school for an hour one day per week for six weeks. Out of thirty-nine teachers, twenty-six signed up for the workshop. This included all eight of the seventh-grade Common Learnings teachers at Lincoln Junior High School.

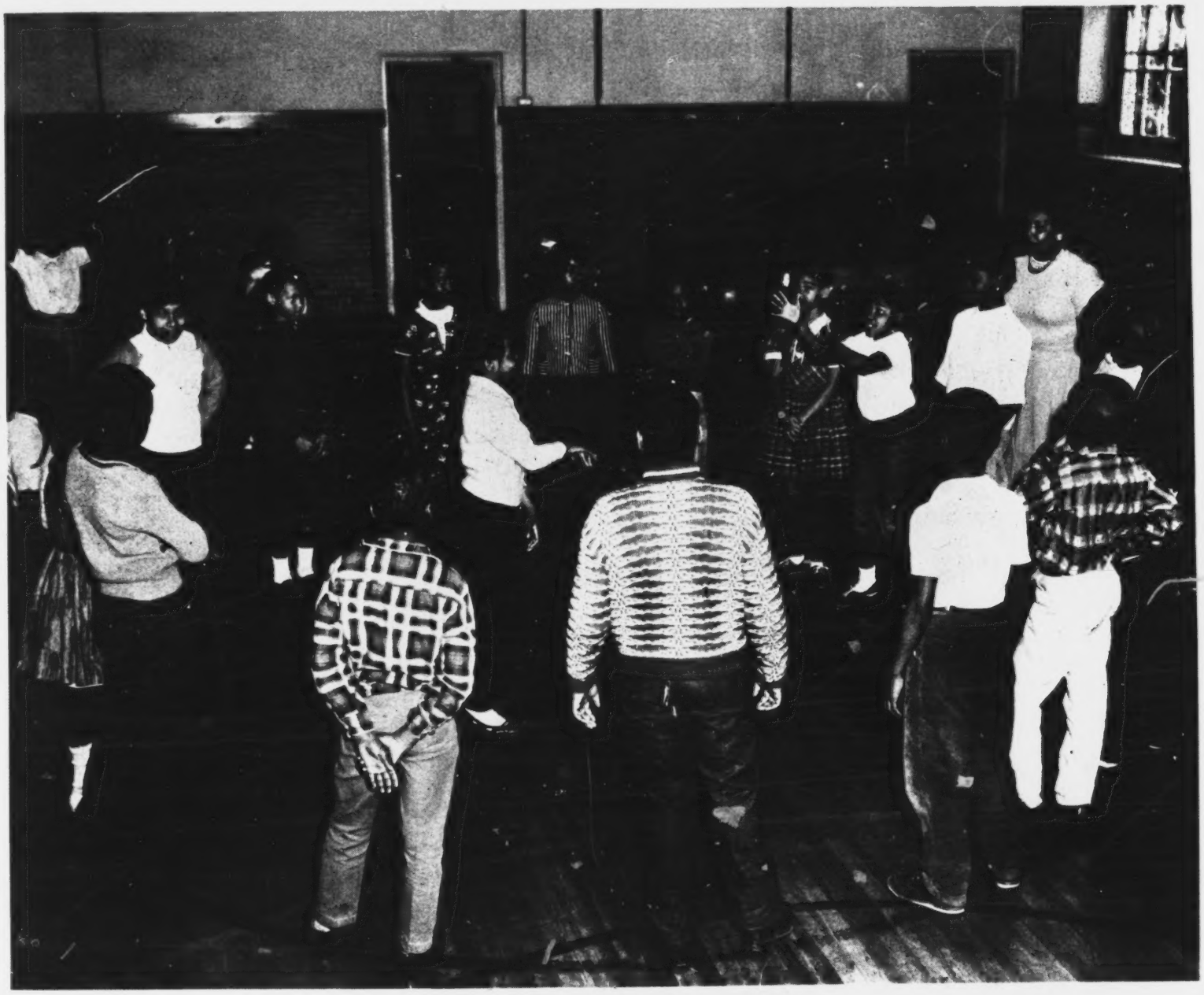
Many of the homes in this area do not have reading materials, newspapers, magazines or books. We do have an excellent library system in Kansas City under direction of the Board of Education. The children's librarian compiled a list of two hundred fifty children's books. This was an annotated bibliography with the reading and interest level of each book indicated. Each teacher in the project was provided with a copy of this list to use as a guide in directing the recreational reading of the children.

4. Extension of Services

Near the end of the first semester the Planning Committee met to discuss allocation of funds which had not been budgeted. Having realized that one reading specialist dividing her time between schools was not effective, it was decided to add another in order that each one of the elementary schools would have these services.

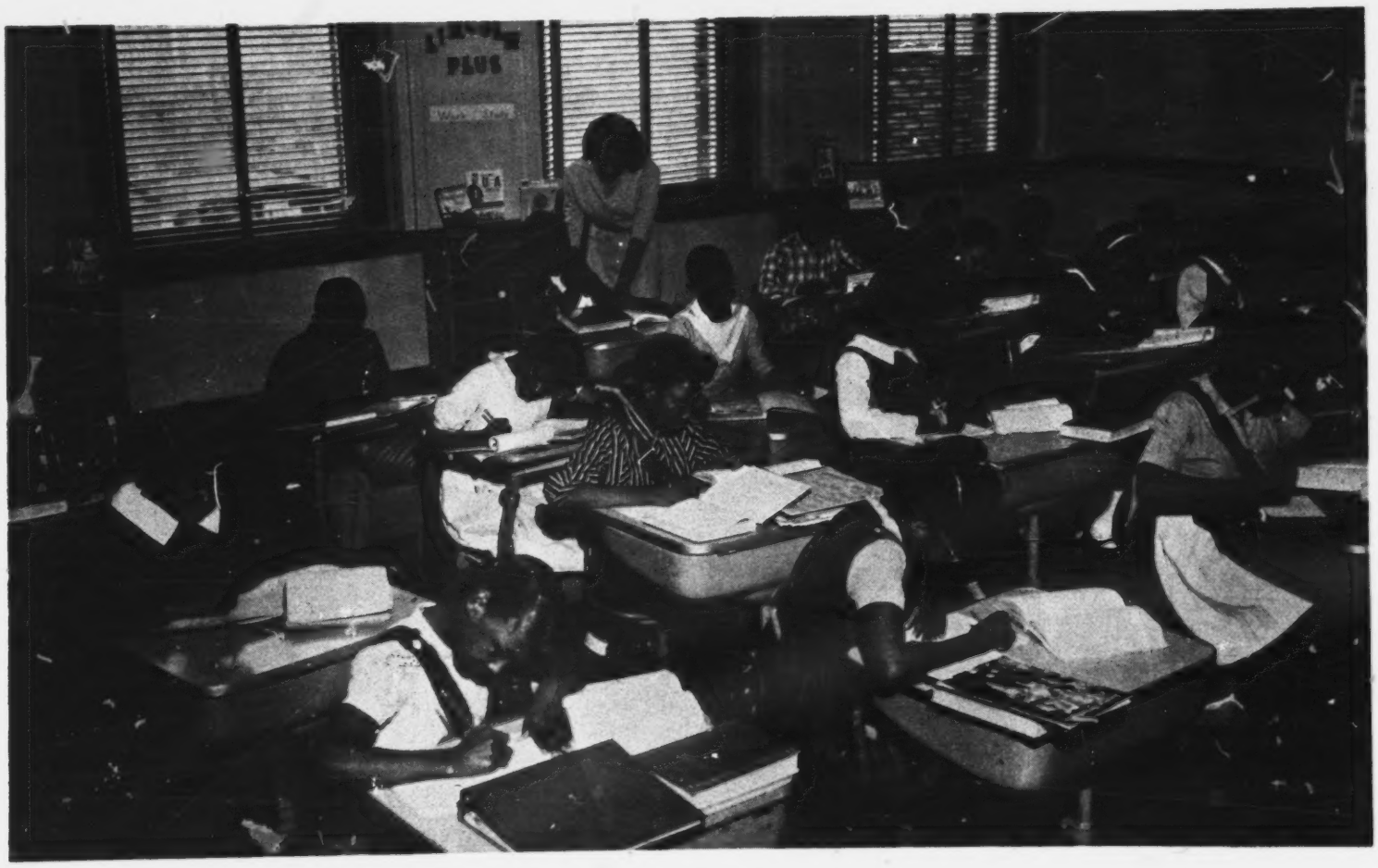
It had been rediscovered that many of these children had little incentive to return home at the end of the school day. Eagerly, many would remain after school to help the teacher in the classroom or to run errands. The planning committee felt that an after-school program of some kind might be beneficial to them.

On January 20 (1964) two new activities were begun; after-school recreational programs and after-school study centers. The recreational program consisted mainly of physical education activities for boys and girls of the fourth, fifth, and sixth grades in the five elementary schools on Mondays, Wednesdays and Fridays for one hour each day. These periods are supervised by teachers who had volunteered their service. The activities were planned by the Director of Elementary Physical Education in the Kansas City Public Schools.



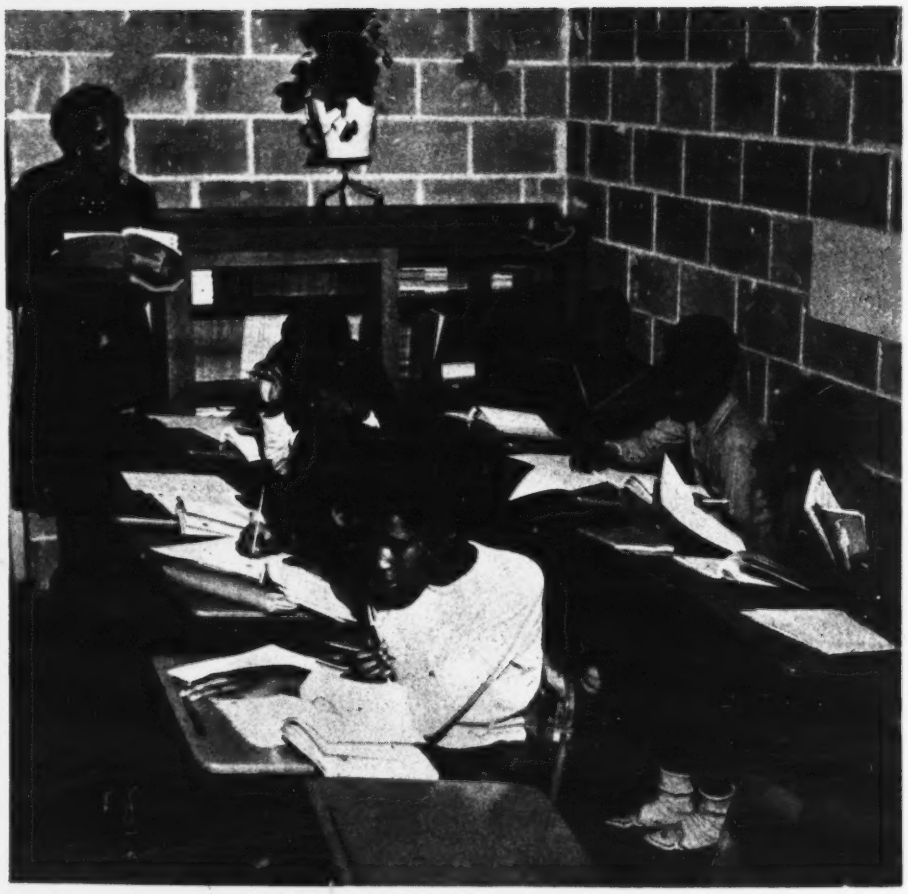
Supervised after-school recreation

The study centers were intended for fifth and sixth grade pupils who had inadequate facilities for studying at home, and were open on alternate days of the week - Tuesdays and Thursdays - for forty-five minutes in the five elementary schools. These centers were also supervised by volunteer teachers. In both of these projects the number in attendance varied from day to day, but approximately 85% of eligible boys and girls usually took part in the recreational activities, and about 45% in the study centers.



Pupils stay for after-school study help.

Another, and very important, extension of the Lincoln Plus Project was the opening of a reading laboratory in the junior high school. Again, the 7th grade Common Learnings teachers were confronted by a difficult task. In almost every one of the sixteen common learnings classes were a few boys and girls who were so low in their reading ability that they did not fit comfortably into any of the three classroom groups. Teachers were spending far too much time with this group. A reading laboratory would certainly help alleviate this condition. With the second semester, therefore, came an opportunity to set up five classes of ten students each to benefit from special help given by a reading specialist who use on-level materials, plus reading machines to give these children the "extra shot in the arm" of reading which they needed. This added instruction helped them to adjust more easily in the classroom.



Junior high pupils get extra help in reading.

An extension of a cultural nature was inaugurated at this time. As added enrichment to their background, pupils in grades two through six in these five elementary schools were given a weekly publication as their own. This was felt to be especially helpful since in so many homes there is a lack of a daily newspaper and periodicals. Pupils in grades four through six were able to attend the second semester Philharmonic Concert at the expense of the project. An additional allowance was given each of the five elementary schools and the junior high school for educational and/or cultural trips without cost to the parents.

Since a program of this kind cannot be successful unless it is a shared project of home, school and community, all possible efforts were made to alert the parents and the community as to what the school was trying to do.

In an attempt to determine the causes of the high retardation in reading among the children of this area, the planning committee listed eight factors:

1. poor school attendance
2. excessive transferring from school to school
3. very poor home conditions
4. lack of interest on the part of the parent
5. many health problems in the home
6. poor speech habits
7. few father images within the home
8. little educational tradition in the home.

During the preceding school year the total number of absences in the five elementary schools in the project had been 49,979 for an approximate membership of 2800, or nearly 10%. The one home-school coordinator assigned to the project was a tremendous influence in lowering this figure appreciably.

Much stress was placed on good attendance. In two of the schools, attendance citations were given those who had perfect or near-perfect attendance records.

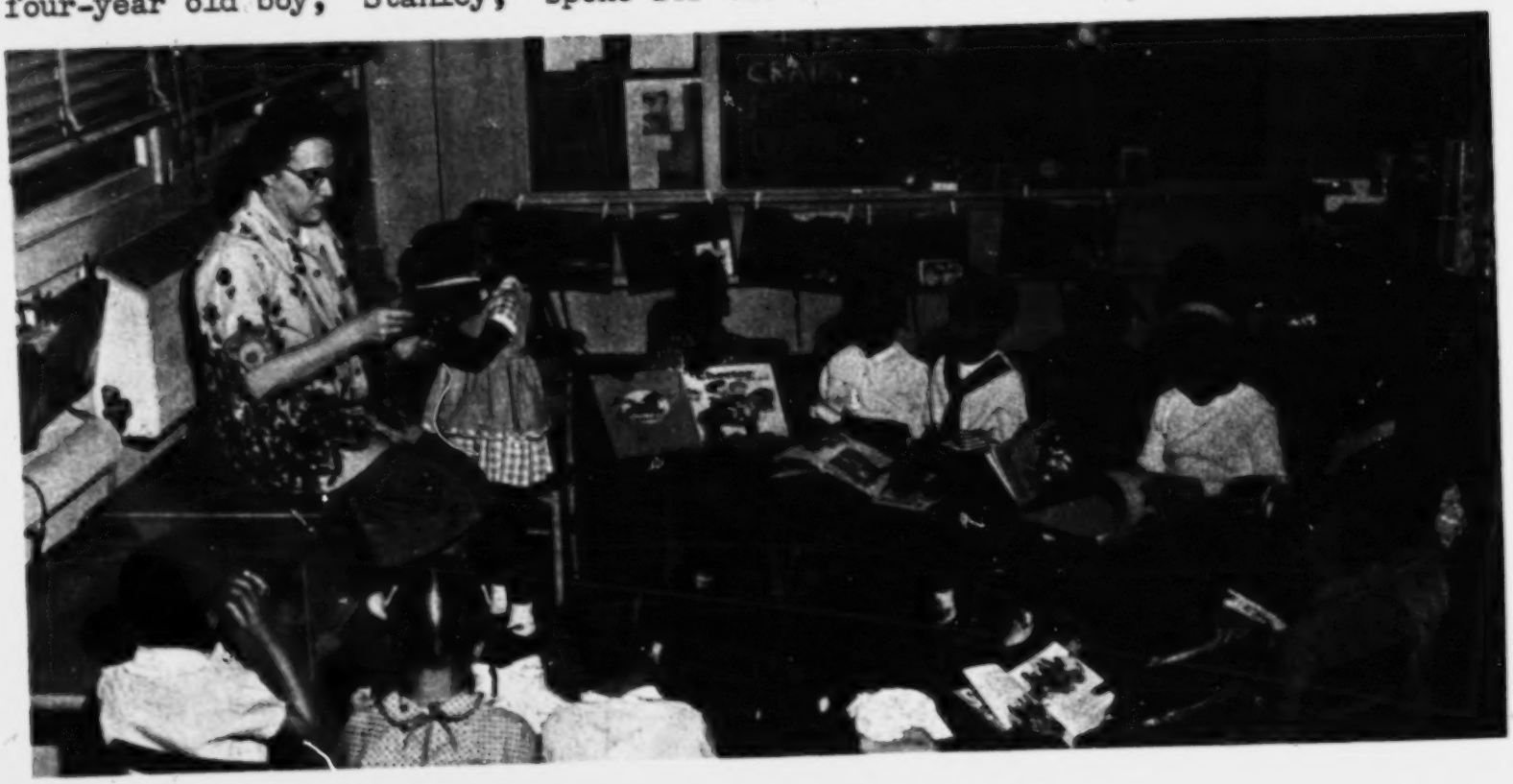
On a visit to one of the homes in the spring, it was noted that the rough walls and tattered hanging wallpaper seemed a little less depressing where so proudly hangs one of these citations.

Parents were reminded regularly of their responsibilities to their children by the Ten Commandments for Parents, to which they are often referred. Colorful fliers bearing a message to parents and students were sent home with report cards periodically.

The home-school coordinator of the project is now a familiar and accepted figure in the area. He often "speaks their language" while insisting that parents keep their children in school and that they stop forcing them to baby-sit. He often obtains a pair of shoes for children whose uppers hide the fact that there are no soles; or, perhaps, driving along in his automobile which is fairly bulging with boxes of donated clothing, he distributes a garment when a particular need arises.

5. Community Interest

The community became actively involved in the early stages of the project when the Council of Jewish Women began operating a nursery school for pre-kindergarteners at the local Y.W.C.A. in November. Here the boys and girls were taught the simple courtesies of everyday living; how to play and get along with others happily, habits of cleanliness, communication through speech, and some readiness activities for kindergarten work such as buttoning and unbuttoning clothing, tying shoelaces, and learning to give personal information about themselves. The instructor, experienced in nursery school work, was delighted when in February a little four-year old boy, Stanley, spoke for the first time since his entry in November.



The nursery school group in a quiet moment.

No less was her joy when several of the youngsters who had previously nudged each other to indicate a wish, conversed politely and called each other by name.

The Ruth Seuffert Celebrity Attractions and Concerts, a local organization, was responsible in February for making available to the parents and children in the project two hundred forty-one tickets to hear musicians from Switzerland on a Sunday afternoon. For many of the parents and children this was their first opportunity, not only to hear this type of music, but to sit in the Music Hall in an atmosphere of culture.

The Kansas City Star, our local newspaper, gave the project wonderful publicity, which stimulated many citizens to become interested in the project. Groups became interested because they wanted to do something for the schools.

The United Presbyterian Women and the United Church Women volunteered their services in several areas. Because of their deep and genuine interest, they were available for the after-school recreation program, the after-school study centers, and to initiate a new program. These interested women read to the children, dramatized some of the stories, played appropriate records and showed films appropriate for children of that age. The eager faces of the first-graders attested to the effectiveness of this phase of the program. All women participating in this program had an orientation period.

Volunteer telling stories to an interested group.

Up to this point nothing had been done for the better readers. Through the Great Books Division of the Public Library, twelve groups were formed. These groups were known as the Junior Great Books Discussion Groups. Discussion leaders

Two sessions of the Junior Great Books discussion group.

were local citizens, both Negro and white, who themselves took an orientation course of twelve clock hours. In these discussion groups the students were given classic paperbacks to read during their leisure time, and to discuss in the weekly meetings which lasted for a period of forty-five minutes.

Through the courtesy of Proctor and Gamble Company a phase of health education was introduced to all the children in grades one, two and three. Dental kits were distributed along with information concerning the use of the kit. With this material went a note to the parents charging them with the responsibility of seeing that their child actually used the kit "every morning, night and even in between times when possible."

Because of a very touching story appearing in the Kansas City Times the latter part of January, the Women's Recreational Club of Western Auto Supply contributed $225.00 for hot lunches for those children whose parents were not able to provide them with the necessary funds. The Evening Guild at Grace and Holy Trinity Cathedral contributed $30.00. This money was allocated to the six schools on a proportionate basis.

In April of 1963 the principal and faculty of the Carver school started a breakfast program for those children who did not receive breakfast at home. Four employees of the Central Office became interested in the program and visited it in February 1964. They immediately realized the value of such a program and organized the "B. B. Club" - (Breakfast Boosters Club). There are no officers or

A Breakfast Boosters group.

dues - just contributions. These contributions provided breakfast for those children in the elementary schools in the project and three elementary schools not in the project.

From March 1 to June 3, 1964, 33,967 breakfasts were served.

Between March 1 and August 18, 1964, $7507.34 was contributed and $974.02 expended.

The 1964-65 school year began with a reserve of $6533.32.

One of our outstanding citizens visited the Breakfast Program at Sumner School one morning. She became deeply interested in the Lincoln Plus Project. Shortly afterwards she had a report made to a group of interested women at her home. Among the women there were a few who were connected with the Nursery School being operated by the Council of Jewish Women. The idea of the Nursery School appealed to this interested young lady. Her first idea was to continue the nursery school for a period of ten weeks during the summer. To further her plan she organized the Midtown Pre-school Foundation, Inc. The funds to operate the summer school were provided by the Kansas City Trusts and Foundations.

6. Activity of Parents

April 7, 1964 was a Red Letter Day for the Lincoln Plus Project. It marked the beginning of the hardest and most important part of the program -- the active participation of parents in work of the school other than that of the P. T. A. A small group of parents of the Banneker School, one of the smallest schools in the project, met with the Director of Family Life Education to work out a plan by which or through which the parents and the school could be brought closer together.

This small group of parents decided that they wanted to work on a project which they felt would reduce absenteeism and at the same time bring the parents closer together. An orientation meeting was held at which the participating parents were schooled in the proper approach to make when telephoning a parent about an absent child. Great emphasis was placed on every effort being made not to give the impression that they were curious, but that there was a genuine interest in their child and the child's welfare.

On April 9, 1964, another group of parents met at the Wendell Phillips School to determine ways and means in which they could help the parents of their attendance area. They discussed many different ideas. The one that seemed to disturb them the most was that many of these parents who were receiving surplus commodities were not using them. They felt that the main reason was that they did not know how to prepare tasty meals with them. The Director of Family Life Education told them that if they would get together a group of women she would provide a teacher. Three sessions were held on consecutive Wednesdays beginning May 13.

A great deal of effort was spent in developing a program for the children. Based on this experience, plans are being developed to launch an aggressive program to include more and more parents in the school and the full development of their children.

7. Some Results

It is difficult to measure the true success of a program of this type. One basis of measurement is growth in achievement. The latter part of April a post test was given using another form of the Metropolitan Reading Test. There was 7 months

between pretest and post-test. The average improvement was as follows:

	VOCABULARY	COMPREHENSION
Grade 3	1 year	7 months
Grade 4	7 months	5 months
Grade 5	9 months	7 months
Grade 6	8 months	1 year 3 months

In looking at these results we must take into account the following:

1. That remedial reading help was limited to grades five and six.
2. That a goodly number of these children fall into the class of what we term "the forgotten child"- those with IQ's between 80 and 90.
3. That a majority of these children have had very limited experiences.
4. That many of these children do not have motivation from the home.
5. That many of the parents have had limited formal education.

There is one result which is most important and which was not measured, and that is the change in attitude of the children toward school and learning. When those children in the reading room were brought up to within one year of grade level, they were released and others brought in. This phase of our program presented a problem. The children did not want to give up this remedial work because they were now really achieving. We were told by many of the students that their interest in school had improved because they were learning to read.

Another evidence of the success of the program was the increase in attendance. This improvement was due to the concerted efforts of the home-school coordinators, principals and teachers. The following table will show the improvement:

ATTENDANCE RECORD - LINCOLN PLUS ELEMENTARY SCHOOLS

	GROSS ENROLLMENT		NET MEMBERSHIP		NO. ABSENCES		DECREASE
	62-63	63-64	62-63	63-64	62-63	63-64	
Attucks	414	422	349	368	6748.0	4972.5	1775.5
Banneker	509	512	445	465	7443.0	5078.0	2365.0
Phillips	953	944	898	787	1439.0	1090.0	3839.0
Sumner	478	555	390	449	7104.0	6151.0	953.0
Washington	996	981	875	880	13945.5	9748.0	4197.5

AVERAGE ABSENCES PER CHILD PER SCHOOL BASED ON

	ENROLLMENT		MEMBERSHIP	
	62-63	63-64	62-63	63-64
Attucks	16.30	11.78	20.63	14.50
Banneker	14.59	9.92	17.78	12.82
Phillips	15.46	11.54	18.16	14.06
Sumner	14.86	12.13	18.26	18.14
Washington	14.00	10.36	17.90	11.92

8. A Summer Program

In two of the schools - Attucks and Washington - a child was permitted to take one hour of remedial reading or remedial arithmetic for six weeks during the summer of 1964. The cost was one-fourth of that charged for children not in the project.

A nursery school at Wendell Phillips was also operated during the summer. Preparations were made for twenty children. When the school opened on June 8, 1964, forty children reported. None were turned away. Instead, another teacher was employed. Working with these two teachers were volunteers. These volunteers were mostly teen-agers who were home from college and high school students. Some adults were volunteers also.

Near the end of the school year, Sumner School was demolished by fire. With a summer program in three of the remaining schools, this left Banneker School without any type of summer program. One of our interested citizens wanted a recreational program at Banneker School and provided funds to pay a teacher for a six-week period. This teacher had charge of the physical recreation. Volunteer adults took charge of recreational reading, one week at a time, with teen-age volunteers working with them. The books were supplied by the Public Library.

9. Summary - First Year

The uniqueness of the Lincoln Plus Project was that three-fold cooperation evolved - that of home, school and community of the Greater Kansas City Area; plus a concerted effort to meet the needs of the children in the junior high school.

Experience in providing compensatory education through the Lincoln Plus has been valuable in many ways, especially in discovering how to work effectively with children in such areas. Another conclusion is that in future programs for educationally deprived children, more attention needs to be given to curriculum modification to meet actual need.

10. Special Recognition for Services to the Project During the First Year

The Board of Education for their faith in the project.

Central Office Personnel for their full and untiring cooperation.

Mrs. Marie Brooks for conducting the workshop.

Mrs. Halper, Mrs. Rosen, Mrs. Meyer and Miss Ione Coleman for their work in the Nursery School.

Mrs. Stuart Patterson, Mrs. Rose Grimm and Mrs. G. W. Shelby for their untiring efforts in procuring volunteers.

Mrs. Jean Hurley for making it possible for our better readers to participate in Junior Great Book Discussion Groups.

Mrs. Henry C. Haskell for starting the Midtown Pre-school Foundation to set up more nursery schools.

THE KANSAS CITY STAR for the daily papers delivered to our schools.

The one hundred-ten volunteers who gave of their time and talent.

In recognition of the value of these volunteers to our program, the following letter was sent to each one, personally addressed:

> "The astonishing success achieved by the Lincoln Plus Project is the direct result of the interest shown by the citizens of the Greater Kansas City Metropolitan Area. In this you, as a volunteer, played a most important part. The outlook of many of our children has been changed because of your interest in them and their welfare.
>
> "On behalf of the children, the staff, the administrators, and the Board of Education, we of the Lincoln Plus Project wish to extend to you our heartfelt thanks and appreciation for the services rendered by you.
>
> "May the Blessings of God Almighty be with you always."
>
> Appreciatively yours,
>
> (Mrs.) JUANITA YANCEY
> General Grade Consultant
>
> JOHN A. CLAIR
> Director

THE SECOND YEAR

LINCOLN PLUS and MANUAL PLUS PROJECTS

1. Recommendations from the First Year

At the close of the first year the following recommendations were adopted by the Planning Committee:

1. Use the spring test of 1964 to set up remedial reading classes for 1964-1965.
2. Set up, tentatively, reading groups in the spring for the fall.
3. During 1964-65 test once, in the spring.
4. Limit each reading specialist to four reading groups.
5. Continue classroom help by the reading specialist.
6. Pay expenses of all children in grades 4-6 for the first-semester concert of the Philharmonic Orchestra.
7. Provide a weekly publication for all children in grades 2 through 8.
8. Appoint Speech Improvement Specialists who would give full time to speech improvement as follows:

Attucks	½ day	Phillips	2 days
Banneker	½ day	Washington	2 days

9. Allocate 50¢ per child in grades one through six for educational and/or cultural trips and 75¢ per kindergartener based on membership as of June 5, 1964.
10. Continue the Junior Great Books Program.
11. Carry the reading program into the 8th grade at Lincoln Junior High School.
12. Appoint another reading specialist for Lincoln Junior High School.
13. Set up an additional reading laboratory at Lincoln Junior High School.
14. Conduct a workshop for teachers if desired.
15. Continue the breakfast program.
16. Continue the study centers.
17. Continue the after-school recreation program.

With the school side of the program well lined out for 1964-65, it was hoped that more effective means could be found to stimulate parental cooperation and growth.

2. A Second Project Approved

In the summer of 1964 the Superintendent recommended a further appropriation of $75,000 to extend Compensatory Education to another group of inner-city schools. These elementary schools - Carver, Humboldt, Woodland and Yates - feed into Manual High and Vocational School. Manual does not have a 7th grade. The Project Director was given the responsibility for supervising both the Lincoln Plus and the Manual Plus operations.

The Planning Committee made one change in the recommendations of the previous spring. At that time it had been agreed that the children would not be tested in the fall of 1964. Now a fall test was considered desirable. The Iowa Test of Basic Skills was used and a group of control schools were selected for comparison: four in the inner city area, and three in other sections of the school district.

The test was administered to all children in these 15 elementary schools in grades 3 through 7. These tests were turned over to the Department of Research for tabulation. These same children were tested again in the spring.

Five thousand dollars was especially earmarked for the purchase of musical instruments for the schools in the Lincoln Plus portion of the project.

Again, this year, the services of one reading specialist were divided between two schools - Carver and Humboldt. Even though our previous experience had shown that such a situation was not practical, funds were not available to employ the 11th reading specialist.

In meeting with the principals of the elementary schools it was decided not to continue the after-school recreation program, which had not produced the expected results. Instead, the money originally allocated for that was used for educational trips. The following are some of the types of trips taken:

Gold Buffet - Luncheon - 4th and 6th grades
Museum - 1st, 3rd and 4th grades
Kansas City Call - A.T. Class
Downtown, Plaza, Home Exhibits - Christmas Lighting - 2nd grade
Nelson Art Gallery - 3rd, 4th, 5th, 6th and 7th grades
Municipal Airport - 1st and 2nd grades
Sealtest Dairy - Kindergarten
Swope Park Zoo - 1st and 3rd grades
Andrew Drumm Farm - 1st and 2nd grades
Adams Dairy - 1st grade
Union Station, Liberty Memorial and K.C. Museum - 4th grade
Macy's Department Store - 1st grade
Fort Osage
WDAF-TV
Flower Show
Police Circus
Ruth Seuffert Concerts
Truman Library

3. More Stress on Reading

Reading sub-groupings were established after study of the test results by

the principal, upper-grade classroom teacher, and reading specialist. Whereas the reading specialists in the Lincoln Plus had used a basal reading text, the reading specialists in the Manual Plus did not.

It might be well, at this point, to list the materials and equipment used in the reading rooms and the reading laboratories.

Reading Room:

S.R.A. Reading Laboratory IIa

S.R.A. Reading for Understanding

Readers Digest Skill Builders
Grade 1 - Part 1 to Grade IV Part 3

Reading Laboratory:

Controlled Reader

Appropriate Films

S.R.A. Reading Laboratory Ic

Readers Digest Skill Builders
Grade 2 Part 1 to Grade 5 Part 2

The 203 eighth grade students at Manual High and Vocational School were individually tested by the General Grade Consultant and the Reading Consultant, who found twelve students reading at the primer level, three at first-grade level and six at second-grade level. These students were scattered among the eight common learnings classes. With the permission of the General Director of Secondary Education and the cooperation of the Principal of Manual High and Vocational School, these twenty-one children were placed in one Common Learnings class. A drastic change was made in the curriculum offered these students. Helpful material on their reading level was introduced.

Those students who were reading on the primer level were placed in one reading group in the reading laboratory. Within a three-month period these students were reading at the third-grade level. By the end of the school year they were reading at the middle of the fourth grade level.

The arithmetic program for the twenty-one students was also brought down to their level.

The attendance record of these children as of February 23 was as follows:

Student	Present	Absent	Student	Present	Absent
1	96	10	11	99	7
2	106	0	12	86	20
3	106	0	13	66	40
4	101	5	14	106	0
5	103	3	15	103	3
6	103	3	16	95	11
7	106	0	17	99	7
8	105	1	18	90	16
9	98	8	19	104	2
10	101	5	20	105	1
			21	99	7

We feel that this approach to the problem has been most helpful to these children. This makes it very clear that early attention must be given the child, and less emphasis on a college-oriented curriculum.

4. Teachers' Seminars

During the first semester six seminars were held for those teachers in grades 4, 5 and 6 who were interested and felt that they needed help. The following is an outline of six seminars:

First Session	PLANNING 1. Long range planning 2. Daily planning 3. Lesson planning
Second Session	PLANNING 1. For those who do not fit into "regular" groups
Third Session	CLASSROOM MANAGEMENT 1. Establishment of classroom procedures
Fourth Session	CLASSROOM MANAGEMENT 1. Discipline
Fifth Session	ACHIEVEMENT 1. Academic Expectations 2. Relationship between achievement and productivity 3. Low achievers
Sixth Session	EVALUATION 1. Evaluation for reteaching 2. How we teach children to evaluate their own work

5. Pre-school Center Opened

An all-day nursery was opened at the Woodland School under the Midtown Pre-school Foundation, Inc. One of the requirements placed on the mothers of the twenty children enrolled was that they would meet every Friday morning at the school. The sessions were conducted by volunteers who had had experience in this type of work. With their capabilities, these volunteers were able to arouse a great deal of enthusiasm in these parents. The following will give an idea of the scope of their work:

A snack helps

There were demonstrations in sewing and cooking.

Trips to various places were taken.

Discussions were held on: Child Care, Health, Consumer Hints, Meal Planning, Trips With the Children.

Volunteers work with a group of parents

6. Play Therapy

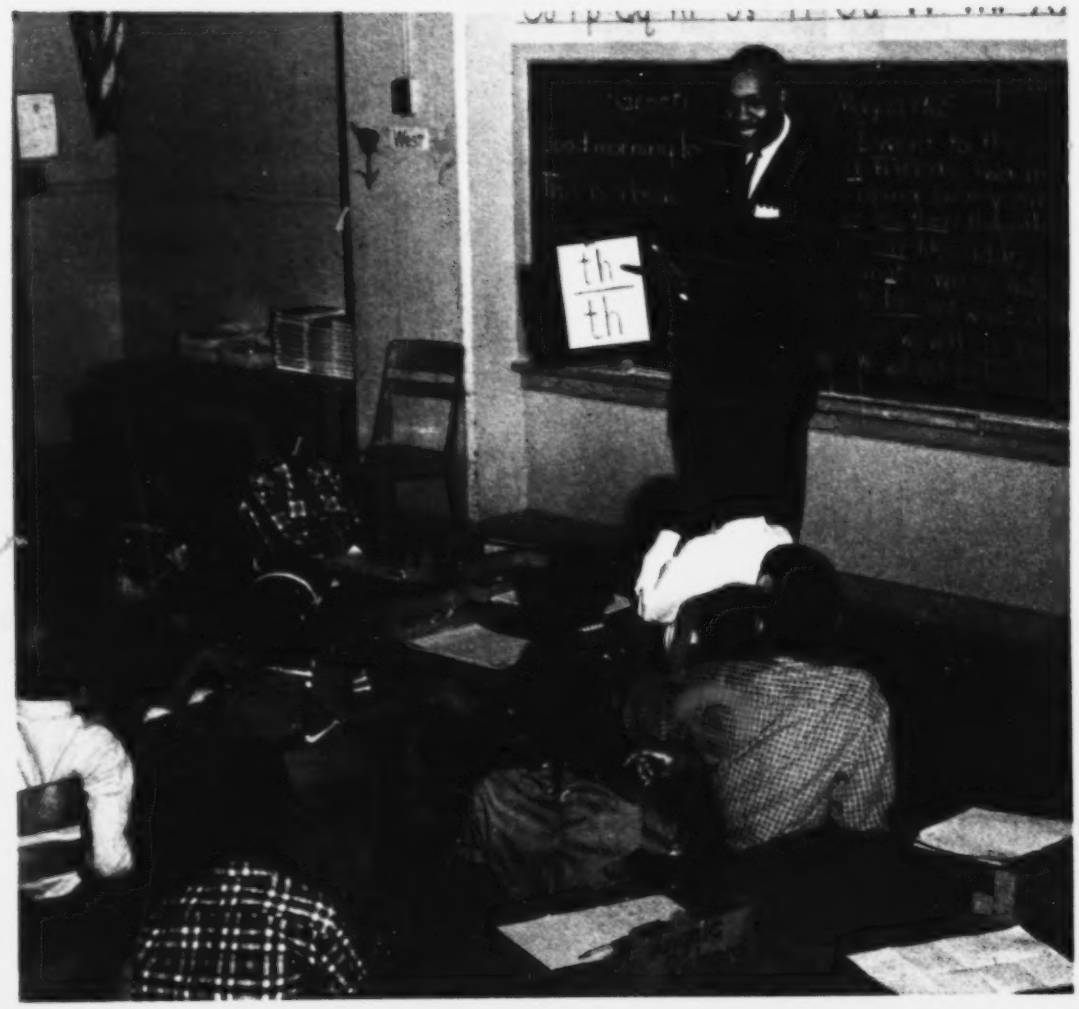
A psychologist was added to the staff during the second semester to conduct Play Therapy for kindergarten children in the four smaller schools. The therapist worked with these children on a one- to-one basis and at times one- to two.

Play therapy offers some help

7. Speech Program Extended

Speech improvement was carried on the entire year under a speech specialist who operated on the general premise that the spoken word has increasingly become the chief means of communication in today's highly verbal society. Effective speaking techniques have taken on new emphasis throughout our culture. Through pupil participation, oral communication has become the core skill in modern education. Developing skill in the use of those techniques becomes a very important and integral part of the total education program in our schools. This basic skill must not be neglected in our everyday teaching if we are to expect our pupils to participate effectively in our present culture.

Speaking and listening habits develop before the child enters school - much earlier than the skills of reading and writing. These three or four years of speaking practice help to establish the child's basic speech patterns. Good speech patterns which are learned through imitation in the home environment provide the pupil with a good basis for a developmental speech program when he enters school. Speech patterns that have been poorly acquired require not only a developmental speech program but also a strong emphasis on speech re-education.



The specialist stresses speech improvement

Too often we find that children from culturally-deprived areas lack the necessary good speech models and adequate speech incentives in their home environment. These children, in large percentages, display slovenly and careless articulation patterns, weak, muffled voices lacking in clarity, poor language usage, inadequate vocabulary, errors in pronunciation, inefficient ability to verbalize their thoughts, poor speech standards, and a general speech apathy or fear of speaking. Our program of Speech Improvement will be organized to eliminate these poor speech habits and standards and to establish and develop correct elements of good speech.

In planning any re-educational program in speech, the "whole child" becomes an important reality. Our Speech Improvement program is keyed to the physical, mental, emotional and social development of the pupils involved. This over-all emphasis is imperative in acquiring an effective speech behavior.

Areas of emphasis or short-term goals will include:

To develop an awareness of good speech and voice.

To establish good standards of speech.

To learn the function of the speech mechanism.

To develop listening skills.

To develop the ability to identify and recognize the characteristics of speech sounds.

To increase verbalization (the ability to think on his feet, organizing and expressing thoughts and feelings verbally).

The over-all or ultimate goal which we hope to attain through a program of speech improvement is to develop the child's ability to express himself effectively and acceptably by using a free and natural pattern of speaking which will employ all of the characteristics of good speech.

A voluntary, pilot study of the speech patterns of pre-school children from limited environments was begun on funds provided by a UMKC faculty grant. The pupils were regular participants in classes provided for them, one at the Paseo YWCA (18 enrolled) and the other at the Woodland Public School (23 enrolled).

Its two-fold aim was: 1) to ascertain from analysis of their taped utterances (both spontaneous and guided) the kind and range of control that these pre-schoolers have of basic patterns of English and 2) to prepare and try with the children materials and activities which will improve and increase their control.

Thus far, recording supplies and toys have been purchased for use during the taping sessions.

One phase of the study is concerned chiefly with refinement of research tools and techniques that will elicit from these pre-school children enough representative samplings of their speech to make analysis of it meaningful and useful.

8. Pre-service Teacher Training

One of the highlights of the project was the interest shown by Central Missouri State College. The institution was able to interest twelve prospective teachers in doing their practice teaching in a school in this area.

Two programs were set up - one a "Long-Range Program" - the other a "Crash Program."

In the Crash Program students were selected who wanted to do their practice teaching in this inner city area. Eleven seminars were held, five of which were all-day sessions in Kansas City, during the quarter preceding their practice teaching. The others were held on the Warrensburg campus.

The "Long Range" Program has not been definitely set. The following ideas have been discussed:

1. Expansion of practice teaching to a two-term internship.

2. Organization of a "Professional Term" where content of campus classes and extended field work in Kansas City will be integrated.

3. Continue the same prccedures followed under the "Crash Program."

There is also thinking on the part of Central Missouri State College that their curriculum will have to be changed to meet the challenges of today.

9. Varied Community Support

The local chapter of the Alpha Phi Alpha Fraternity has launched out on a program which they call Alpha Plus Project. In reality it is the Big Brother program. They will work with boys, on a one-to-one basis, who do not have a father or father image in the home. They will give these boys companionship, guidance and inspiration. Programs of this type point out very definitely to the boys that there is someone who is interested in them and their welfare.

The Procter and Gamble Company provided enough dental kits so that it was possible to give one to EVERY child in our project - Grades Kindergarten through Grade 12. The teachers were urged to use this as a teaching situation, not merely as a gift.

Grades one through six of the Church School of All Souls Unitarian Church gave their offering of $28.00 over a period of a few Sundays to start a revolving library. To this was added another contribution of $150.00. As a result we have two sets of 30 books each circulating in the Lincoln Plus Schools and the Manual Plus Schools. This is 60 books which have been selected by the Children's Librarian. A group of parents at the Hale Cook School gave many books, some of which were added to the revolving library, many given to children for their very own.

Many of the children in this area lack sufficient clothing. Through the efforts of the United Presbyterian Women, used clothes were collected and distributed among the children by the Home-School Coordinators. The Tuesday before Thanksgiving a 4-ton truck full of used clothing (a few new clothes) arrived at our office. Before the Chirstmas vacation, all of these clothes had been distributed, as well as more that had come in.

The Thrift Shop of the Council of Jewish Women has given used books (novels, stories, etc.) which are of interest to children. These books have been distributed to the schools for room libraries.

Some schools in Johnson County have given many old readers which have been distributed to the children to take home. Although these books were old, many children were able to have books which they could call their own.

The Children's Community Theater gave twelve hundred tickets for our children to see "Johnny Moonbeam and the Silver Arrow."

The Sears Foundation made available one hundred fifty tickets for a concert given by the Kansas City, Kansas, Civic Orchestra.

The Sears Foundation will sponsor a project which will be determined by the teachers. It must be a project that will have great impact on the community.

The success of the program is due to active and unselfish participation by the following:

School Principals
Counselors
Teachers
Home-School Coordinators
Volunteer Groups
Individual Volunteers

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The test results for 1964-65 have not been completed at this time. A copy may be obtained by directing a letter to the Director of Research after September 1, 1965.